



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Village Elementary School-Gorh

SAU: Gorham School Department

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2010-2011 NCLB Report Card



School: Village Elementary School-Gorh
SAU: Gorham School Department
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	196	194	99	68	68	65	0	68	31	1	191	3
	2009-2010	190	186	98	78	78	73	12	66	16	6	186	0
Female	2008-2009	95	93	98	72	72	70	0	72	28	0		
	2009-2010	94	93	99	87	87	76	13	74	8	5		
Male	2008-2009	101	101	100	63	63	60	0	63	35	2		
	2009-2010	96	93	97	69	69	69	11	58	25	6		
Caucasian/White	2008-2009	185	183	99	68	68	66	0	68	31	1		
	2009-2010	177	174	98	78	78	74	13	66	16	6		
African American/Black	2008-2009	4	4	100			42						
	2009-2010	5	4	80			46						
Hispanic	2008-2009	1	1	100			51						
	2009-2010	1	1	100			58						
Asian or Pacific Islander	2008-2009	4	4	100			66						
	2009-2010	7	7	100			71						
American Indian or Native Alaskan	2008-2009	2	2	100			64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	42	41	98	51	51	53	0	51	46	2		
	2009-2010	36	35	97	57	57	62	9	49	29	14		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	27	27	100	33	33	36	0	33	63	4		
	2009-2010	29	26	90	42	42	38	0	42	38	19		
Limited English Proficient	2008-2009	3	3	100			40						
	2009-2010	2	2	100			45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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2010-2011 NCLB Report Card



School: Village Elementary School-Gorh
SAU: Gorham School Department
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	208	207	100	74	74	71	7	67	22	3	205	2
	2009-2010	197	196	99	70	70	67	14	56	22	8	192	4
Female	2008-2009	114	113	99	77	77	75	9	68	19	4		
	2009-2010	93	92	99	77	77	71	14	63	17	5		
Male	2008-2009	94	94	100	71	71	67	5	66	26	3		
	2009-2010	104	104	100	64	64	63	14	50	26	10		
Caucasian/White	2008-2009	204	203	100	74	74	71	7	67	22	3		
	2009-2010	185	184	99	71	71	68	15	55	21	8		
African American/Black	2008-2009	1	1	100			53						
	2009-2010	4	4	100			43						
Hispanic	2008-2009	0	0				66						
	2009-2010	1	1	100			59						
Asian or Pacific Islander	2008-2009	2	2	100			71						
	2009-2010	5	5	100			71						
American Indian or Native Alaskan	2008-2009	1	1	100			60						
	2009-2010	2	2	100			64						
Economically Disadvantaged	2008-2009	38	37	97	46	46	60	8	38	43	11		
	2009-2010	40	40	100	50	50	56	15	35	38	13		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	36	36	100	39	39	43	6	33	47	14		
	2009-2010	30	30	100	33	33	34	10	23	27	40		
Limited English Proficient	2008-2009	3	3	100			47						
	2009-2010	3	3	100			46						

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School: Village Elementary School-Gorh
SAU: Gorham School Department
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	195	193	99	76	76	67	4	72	21	4	191	2
	2009-2010	214	212	99	76	76	72	17	59	18	6	210	2
Female	2008-2009	90	89	99	76	76	70	8	69	21	2		
	2009-2010	118	117	99	81	81	78	22	59	15	4		
Male	2008-2009	105	104	99	75	75	64	1	74	20	5		
	2009-2010	96	95	99	69	69	67	11	59	22	8		
Caucasian/White	2008-2009	185	183	99	75	75	67	4	71	21	4		
	2009-2010	210	208	99	75	75	73	17	58	18	6		
African American/Black	2008-2009	5	5	100	60	60	46	0	60	40	0		
	2009-2010	1	1	100			57						
Hispanic	2008-2009	1	1	100			56						
	2009-2010	0	0				70						
Asian or Pacific Islander	2008-2009	4	4	100			68						
	2009-2010	2	2	100			73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	1	1	100			62						
Economically Disadvantaged	2008-2009	46	45	98	58	58	53	0	58	40	2		
	2009-2010	41	40	98	53	53	62	13	40	28	20		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	31	31	100	42	42	31	0	42	48	10		
	2009-2010	43	41	95	34	34	36	10	24	37	29		
Limited English Proficient	2008-2009	1	1	100			39						
	2009-2010	1	1	100			49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Village Elementary School-Gorh
SAU: Gorham School Department
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	196	194	99	83	83	70	16	67	16	1	193	1
	2009-2010	190	187	98	64	64	62	15	49	24	12	187	0
Female	2008-2009	95	93	98	81	81	68	16	65	18	1		
	2009-2010	94	93	99	65	65	61	16	48	26	10		
Male	2008-2009	101	101	100	85	85	71	16	69	14	1		
	2009-2010	96	94	98	64	64	63	14	50	21	15		
Caucasian/White	2008-2009	185	183	99	83	83	71	16	67	16	1		
	2009-2010	177	175	99	64	64	63	15	49	25	11		
African American/Black	2008-2009	4	4	100			45						
	2009-2010	5	4	80			31						
Hispanic	2008-2009	1	1	100			50						
	2009-2010	1	1	100			52						
Asian or Pacific Islander	2008-2009	4	4	100			70						
	2009-2010	7	7	100			65						
American Indian or Native Alaskan	2008-2009	2	2	100			55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	42	41	98	76	76	58	5	71	20	5		
	2009-2010	36	36	100	39	39	50	8	31	33	28		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	27	27	100	59	59	46	0	59	33	7		
	2009-2010	29	27	93	15	15	33	0	15	41	44		
Limited English Proficient	2008-2009	3	3	100			46						
	2009-2010	2	2	100			35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	208	207	100	75	75	66	16	58	17	8	207	0
	2009-2010	197	197	100	73	73	62	14	58	18	10	195	2
Female	2008-2009	114	113	99	71	71	66	12	59	17	12		
	2009-2010	93	93	100	74	74	62	14	60	15	11		
Male	2008-2009	94	94	100	80	80	67	22	57	18	2		
	2009-2010	104	104	100	71	71	63	14	57	20	9		
Caucasian/White	2008-2009	204	203	100	75	75	67	17	58	17	8		
	2009-2010	185	185	100	72	72	63	15	57	18	10		
African American/Black	2008-2009	1	1	100			46						
	2009-2010	4	4	100			36						
Hispanic	2008-2009	0	0				61						
	2009-2010	1	1	100			45						
Asian or Pacific Islander	2008-2009	2	2	100			68						
	2009-2010	5	5	100			65						
American Indian or Native Alaskan	2008-2009	1	1	100			59						
	2009-2010	2	2	100			49						
Economically Disadvantaged	2008-2009	38	37	97	49	49	54	8	41	27	24		
	2009-2010	40	40	100	65	65	50	8	58	18	18		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	36	36	100	36	36	41	3	33	33	31		
	2009-2010	30	30	100	40	40	36	7	33	23	37		
Limited English Proficient	2008-2009	3	3	100			43						
	2009-2010	3	3	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School: Village Elementary School-Gorh
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Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	195	192	98	70	70	66	17	53	18	12	191	1
	2009-2010	214	211	99	71	71	64	22	48	15	15	211	0
Female	2008-2009	90	89	99	69	69	65	11	57	20	11		
	2009-2010	118	117	99	66	66	64	22	44	17	17		
Male	2008-2009	105	103	98	71	71	66	22	49	17	13		
	2009-2010	96	94	98	77	77	64	22	54	12	12		
Caucasian/White	2008-2009	185	182	98	69	69	67	18	52	19	12		
	2009-2010	210	207	99	71	71	65	22	49	14	15		
African American/Black	2008-2009	5	5	100	80	80	43	0	80	20	0		
	2009-2010	1	1	100			37						
Hispanic	2008-2009	1	1	100			52						
	2009-2010	0	0				55						
Asian or Pacific Islander	2008-2009	4	4	100			69						
	2009-2010	2	2	100			67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	1	1	100			54						
Economically Disadvantaged	2008-2009	46	45	98	58	58	53	7	51	22	20		
	2009-2010	41	39	95	46	46	51	10	36	18	36		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	31	31	100	39	39	38	6	32	26	35		
	2009-2010	43	41	95	39	39	34	2	37	7	54		
Limited English Proficient	2008-2009	1	1	100			40						
	2009-2010	1	1	100			38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Village Elementary School-Gorh
SAU: Gorham School Department
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99 99	99 99	74	75 73	71 69	99	99 100	99 99	71	70 69	63 61	96	96	95
Caucasian/White	99	99 99	99 99	74	75 74	71 69	99	99 100	99 99	71	70 69	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	98	98 98	99 99	53	52 60	60 56	98	98 99	99 99	54	52 51	50 47			
Students with Disabilities	95	95 99	97 98	34	34 29	36 28	96	96 98	97 98	36	32 30	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.


Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	4	21	9	0	10	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>